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ABSTRACT

This handbook is designed to give present and potential advisors the background information and organizational procedures necessary for establishing and implementing chapters of the American Industrial Arts Student Association (AIASA) in New Mexico. The handbook is organized into three sections. Section 1, the Introduction, explains AIASA's mission and objectives and its history, and provides an overview of its activities. In section 2, the role and duties of an AIASA chapter advisor are spelled out, while procedures for establishing an AIASA chapter are detailed in section 3. Appended materials include a bibliography, list of resource and audiovisual materials, instructions for conduct, dress, and voting, criteria for state officer candidates, a personal liability form, Internal Revenue Service tax-exemption form, and a sample New Mexico tax exempt certificate. (KC)

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American Industrial Arts Student Association

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ADVISOR'S HANDBOOK

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

THE AIASA CHAPTER ADVISOR HANDBOOK

Compiled by

NM STATE DEPARTMENT OF EDUCATION

Industrial Arts Staff

Albert Zamora, State Supervisor
Juan Lucero, State Advisor
Elaine Trujillo, Secretary

AUGUST, 1980

PREFACE

It is the consensus among state and local chapter advisors that the presence or lack thereof, of youth organizations is directly related to the familiarity of the instructor with the logistics and benefits of youth organizations. It is the intent of this handbook to provide present and potential advisors with the necessary ingredients and operational procedures to establish and implement successful and viable chapters.

Special appreciation is extended to OEA (Office Education Association), FFA (Future Farmers of America), VICA (Vocational Industrial Clubs of America), DECA (Distributive Education Clubs of America), FHA/HERO (Future Homemakers of America, Home Economics Related Occupations), and AIASA (American Industrial Arts Student Association), whose publications contributed significantly to the formulation and compilation of this Chapter Advisor AIASA Handbook.

NOTE: The New Mexico State Board of Education and the State Department of Education do not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in their programs or hiring practices.

LEGISLATIVE AUTHORITY

Laws of 1967, Chapter 16, Section 5.
77-2-2. State Board - Duties,--Without limiting those powers granted to the state board pursuant to section 88-2-1, New Mexico Statutes Annotated, 1953 compilation, the state board shall perform the following duties.

Require its prior approval for any educational program in a public school which is to be conducted, sponsored, carried on or caused to be carried on by a private organization or agency. (77-2-2-R).

Approve all rules promulgated by any association or organization attempting to regulate any public school activity, and invalidate any rule or regulation in conflict with any regulation promulgated by the state board. The state board shall have no power or control over the rules or regulations, or by-laws governing the administration of the internal organization of the association or organization. (77-2-S).

Review decisions made by the governing board or officials of any organization or association regulating any public school activity and any decision of the state board shall be final in respect thereto. (77-2-2-T).

REGULATION OF THE STATE BOARD OF EDUCATION

Resolved, that the State Board of Education recognize the New Mexico Activities Association as the organization to supervise and regulate all activities participated in/on an interschool system basis in elementary and/or secondary schools.

Resolved, that beginning with the 1961-62 school year all interscholastic activities be a part of the New Mexico Activities Association and subject to its supervision and regulation on the basis of such regulatory measures as may be devised by the NMAA. Membership in the New Mexico Activities Association is optional for schools which operate interscholastic activities solely within their own system.

Resolved, that the State Board of Education be officially represented at all New Mexico Activities Association meetings by the Director of Secondary Education or his designated representative. (May 1960).

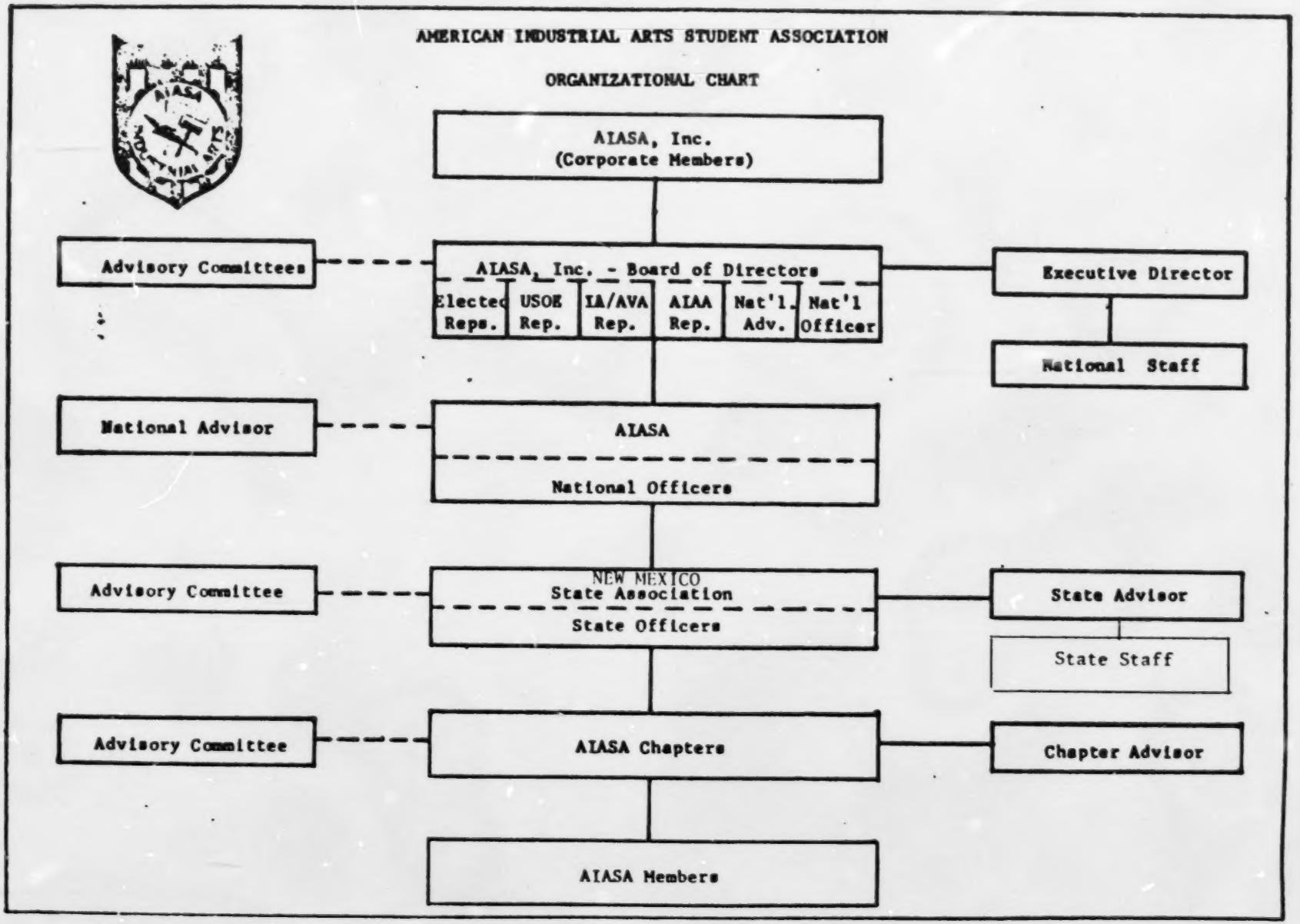
AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION
ORGANIZATIONAL CHART
AIASA, Inc.
(Corporate Members)
Advisory Committees
AIASA, Inc. - Board of Directors
Elected Reps.
USOE Rep.
IA/AVA Rep.
AIAA Rep.
Nat'l. Adv.
Nat'l Officer
Executive Director
National Staff
National Advisor
AIASA
National Officers
Advisory Committee
NEW MEXICO
State Association
State Officers
State Advisor
State Staff
Advisory Committee
AIASA Chapters
Chapter Advisor
AIASA Members

TABLE OF CONTENTS

SECTION		PAGE
I.	Introduction	
	A. What is AIASA	1
	B. Overview	3
	C. NMIASA Purpose and Objectives	5
	D. History of NMIASA	6
II.	The Chapter Advisor	
	A. Who is the Advisor	7
	B. Goals and Aims of Advisor	7
	C. Advisor's Responsibilities	8
	D. Advisor's Involvement	10
	E. Student Involvement	12
III.	Establishing a Chapter	
	A. Why Have a Chapter	13
	B. How to Form a Chapter	14
	C. Integrating AIASA Into the I.A. Program	17
	D. AIASA - A Teaching Tool	17
	E. Chapter Activities	18
	F. Evaluation of An Activity	19

APPENDIX

Appendix	A - Bibliography	21
	B - Resource Materials	22
	C - A-V Materials	23
	D - NIAEW Promotional Packet	24
	E - Personal Liability Form	27
	F - Advisor & Student Conduct/Dress	28
	G - Instruction on Voting	29
	H - Criteria for State Officer Candidates	30
	I - IRS Authority	31
	J - NM Tax Exempt Certificate (Sample)	32

I. INTRODUCTION

A. What Is AIASA?

The American Industrial Arts Student Association - known as AIASA (Eye-Ay-Zsa) is a national organization for elementary, junior and senior high school students who are presently enrolled in or have completed industrial arts courses.

AIASA is affiliated with the American Industrial Arts Association, which is the national professional association of industrial arts educators.

Federal regulations which form guidelines and directions for the U.S. Office of Education have identified industrial arts youth organizations as acceptable for support when operated as an integral part of the program to assist individuals in the making of informed and meaningful occupational choices.

What Is Industrial Arts?

Industrial arts is a significant part of general education which provides students an opportunity to learn about the theoretical and practical aspects of industry and technology, two basic elements of our society. It acquaints them with the history, growth, and development as well as materials, products and processes of industrial organizations. Industrial arts helps develop in students an awareness and appreciation of tools and machines involved in past and present methods of production. It also emphasizes problem-solving experiences to help students become alert contributors and consumers and provides a means by which they can apply in meaningful situations the principles of science, mathematics, and other related subjects.

What Are The Purposes Of AIASA?

AIASA is the only national student organization devoted exclusively to the needs of industrial arts students. Purposes of AIASA are: 1) to provide opportunities for the development of leadership in social, civic, scholastic, and community activities; 2) to encourage scholastic motivation by providing opportunities to integrate and use the knowledge and skills of other educational disciplines in practical ways; 3) to increase the knowledge and broaden the understanding of all students living in our industrial, technological society; 4) to assist in the making

of informed and meaningful occupational choices; 5) to provide opportunities to promote industrial arts in school, community, state and nation; 6) to inspire students to respect the dignity of labor, and to appreciate craftsmanship.

AIASA And The Student

AIASA students have common objectives and interests. Each is learning about his or her role in our industrial-technological society. AIASA activities can have a tremendous effect upon the attitudes, the growth, and development of each member. AIASA provides opportunities for leadership training and development; to attain civic pride and responsibility; for social activities; and to mature through service to others.

AIASA And The School

AIASA chapter activities are an integral part of the school industrial arts program and provides added dimensions to school/community activities. AIASA activities improve the industrial arts instructional program by offering the instructor additional means of creating interesting and productive situations to benefit the student. AIASA increases the opportunity for individual student growth, development, and maturation according to his or her own interests and abilities.

AIASA And The State

The AIASA State Association is comprised of local school chapters throughout the state under the direction of the State Supervisor of Industrial Arts and/or a designated State AIASA Advisor. The AIASA State Association provides the local schools with many benefits and operational support in carrying out AIASA activities in relation to industrial arts on a statewide basis. The AIASA State Association may: 1) serve as a unifying body by providing an opprotunity for the chapters to work and plan together; 2) act as a clearinghouse for ideas and information which will benefit AIASA on a local, state, and national level; 3) serve as a liaison between the national office and local chapters; 4) provide direction and leadership for related industrial concerns and activities; 5) offer state leadership training for state and local officers; and 6) provide member services in general to all local chapters.

AIASA And The Nation

Industrial arts instruction and AIASA activity constantly emphasize America's industrial-technological society. Industrial arts involves the preparation, growth, and a guidance of the individual student for modern living through an instructional program including the technical consumer, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. While industrial arts utilizes and motivates general educational learning experiences, its scope and sequence of courses have a direct relationship to the specialized educational experience provided by vocational technical education as well as concepts of career education. AIASA, like the total industrial arts program, cannot meet all of the needs of students, but neither can all of the needs of students be met without it. AIASA, as an extension of the industrial-technological experience will help industrial arts become the viable part of the total education system that it was designed to be.

B. OVERVIEW

From its origin and initial beginning in 1965, to its "New Beginning" in 1979, the American Industrial Arts Student Association has witnessed some unprecedented growth and development through the obtainment of many of its major objectives and organizational thrusts. It is interesting to note that the National AIASA today, is the largest National Industrial Arts organization in the country--even larger than any of the other industrial arts associations, organizations, councils, etc. combined!

Spanning AIASA's 14 year history, one of the most significant advances for AIASA came in September, 1978, when the association officially incorporated. As a direct result of incorporation AIASA now enjoys:

1. It's own identity--as the only national student organization designed exclusively to meet the needs of industrial arts students at the elementary, junior high and middle school, and high school levels of education.

2. Official recognition by the United States Office of Education (USOE) as identified in the "Policy of the United States Office of Education for Vocational Education Student Organizations, issued February 1, 1978."

3. Official recognition by the American Vocational Association (AVA) as a result of the action taken by the AVA House of Delegates at the annual convention held in Atlantic City, New Jersey, December, 1977.

4. Full membership status in the National Coordinating Council for Vocational Student Organization (NCCVSO).

5. Recognition with many of the nation's State Boards of Education and State Education Agencies.

6. Twenty-five chartered State Associations of AIASA which account for over 15,100 AIASA members in 650 local chapters.

7. A full-time National Office staff working exclusively on behalf of the AIASA membership.

C. NMIASA CONSTITUTION EXTRACT

ARTICLE I - NAME, PURPOSE AND OBJECTIVES

Section 1 - Name--This organization shall be known as the "New Mexico Association of American Industrial Arts Student Association" and may be referred to as "New Mexico AIASA" or NMIASA."

Section 2 - Purpose--To broaden, deepen, and strengthen the interest and knowledge of students in this technological age; to motivate regular school work; and to promote industrial arts in the schools of New Mexico.

Section 3 - Objectives.

1. To provide the students with knowledge in developing leadership skills for social, civic, school, and community activities.
2. To prepare the members to organize and plan worthwhile and meaningful activities and projects as a group.
3. To explore the technological and industrial aspects of this nation.
4. To promote high standards of skills, scholarship, and safety.
5. To develop an appreciation and respect for the dignity and ethics of work.
6. To provide good leisure time activities and hobbies.
7. To generate creativity and inventiveness in industrial and technological processes.
8. To foster desirable habits and attitudes toward a meaningful way of life.
9. To develop an understanding and knowledge of consumer economics.
10. To instill personal growth and development.

D. NMIASA HISTORY

In September, 1977, under the direction and guidance of James Gugino, a workshop was held in Albuquerque, with industrial arts teachers for the purpose of setting the stage for establishing a New Mexico Association of AIASA. The outcome of the workshop resulted in the development of the New Mexico AIASA Constitution and Bylaws.

In October, 1977, the Constitution and Bylaws were published. In addition, four schools initiated chapters - Hobbs, Eunice, Albuquerque and Penasco. Application was submitted to the National Office to be affiliated nationally.

In February, 1978, Albert Zamora was appointed the first state advisor. A plaque designating New Mexico as a state chartered association was presented to Albert Zamora during the NMIAA Conference in March, 1978.

That same month an advisory committee was formed and appointed. In April 7, 1978, a meeting was held in Hobbs for the purpose of providing direction and advising the association in accomplishing their goals and objectives.

In March, 1978, the first state officers were nominated and elected in April, 1978. The following students were the first state officers:

Jeff Rinds, President--Hobbs High School
Bill Bates, Vice-President--Eunice High School
Justin Robertson, Secretary--Eunice High School
Michael Wiley, Treasurer--Hobbs High School

In November, 1978, Juan Lucero was appointed the state advisor That same month, the members of NMIASA were invited by VICA to attend and participate in the first fall leadership conference.

In March, 1979, the first NMIASA projects exhibits fair was held at the Winrock Center in Albuquerque. The first NMIASA conference was unsuccessful due to poor response.

In March, 1979, the NMIASA submitted their application to become a member of the New Mexico Activities Association. The Association was accepted as a member of the NMAA in October, 1979.

The first full fledge NMIASA Conference was held at the Holiday Inn on March 21-22, 1980, in Albuquerque. Officers were elected and members were provided with leadership workshops.

The first New Mexico delegation participated in the National AIASA conference in Gatlinburg, Tennessee on June 15-18, 1980. With members beginning to show an interest in leadership development, we hope that this trend will continue to spread among other schools for the purpose of establishing a stronger association.

II. THE CHAPTER ADVISOR

A. Who Is The Advisor?

AIASA Bylaws

Section 1 - The AIASA advisor(s) shall be Industrial Arts teacher(s).

Section 2 - The AIASA advisor(s) shall be exempt from annual dues.

NMIASA Bylaws

Article IX - Advisory Council

Section 1 - The advisory committee shall be composed of the state advisor, local chapter advisor(s), the NMIASA state president, a representative from a post-secondary or institution of higher learning, a representative from another student association, and a representative from the business, labor, industrial, or community sector.

Section 2 - The state advisor of the NMIASA is an automatic member and the "Chair" of the advisory committee. The state advisor will appoint all other members of the advisory council that become vacant prior to the next conference.

Section 3 - The NMIASA Advisory Council shall cooperate with and serve in an advisory capacity to the Executive Council.

B. The Goals and Aims of the Chapter Advisor

An industrial arts teacher who truly seeks to fulfill the obligations incurred when choosing the teaching profession will use AIASA as a means of integrating the economic, citizenship, and leadership experiences inherent in viable youth organizations with the more traditional content found in most curricula. The industrial arts teacher will use AIASA to teach, integrating the leadership into the instructional program to achieve total student development.

As an industrial arts instructor, you wear a second hat as the AIASA Advisor to your students. With proper planning and organization, AIASA becomes a valuable teaching tool for you as the instructor and a rewarding learning experience for your students. AIASA can and should become a part of the industrial arts program and not something separate or distinct from your present responsibilities to your students.

The chapter advisor is first and foremost a leader. "Behind every successful student chapter is an advisor who provides enthusiastic leadership for organization." This enthusiasm and feelings of accomplishments are shared by each successful member of the chapter. Recognition is felt by every member through the pride and success of the chapter. (No. 3 in Bibliography of Virginia Advisors Handbook)

Yes, a leader. A leader is a person with the ability to make decisions and to handle, inspire, and direct the actions of others in a direction deemed desirable. The advisor is a leader with an aim. The energies must be channeled to extract the maximum from the group while giving consideration to freedom of discussion and the use of parliamentary procedure. The advisor facilitates the working of the group, giving guidance and direction when needed.

C. Identified below are some of the major AIASA chapter advisor responsibilities:

- Know the organization in terms of its beliefs and philosophy, its purposes, programs of work, and relationship to the total industrial arts program. Be able to interpret it to members, prospective members, school personnel, parents, and others.

- Familiarize yourself with state and national publications and other resource materials related to the chapter's work so you can refer members and school administration to pertinent information.

- Know the needs of members, the school, and community in order to help plan projects that will fulfill some of these needs.

- Help officers understand their responsibilities and guide them in assuming their responsibilities. Guide and work with committees. Help all members develop, carry out, and evaluate their program of work.

- Comprehend the principles of the democratic way of living in order that you can assist chapter members in practicing these principles.
- Keep the school and the community informed about activities of the chapter. Help members evaluate activities.
- Provide a place in the industrial arts department for chapter records and materials.
- Provide leadership development experiences.
- Assist students in developing a program of meaningful activities.
- Turn in membership promptly at the beginning of the school year to assure full service for members.
- Review qualifications of potential leaders and outstanding students. Encourage these young people to participate in regional, state and national activities--from running for office, to take part in competitive events.
- See that outstanding members are recognized.
- Keep chapter members in touch with what is happening in AIASA at the regional, state and national levels. Help them understand their role in a national organization and help them tie in to national programs.
- Relate chapter experiences to life experiences for members.
- Take the initiative in establishing an AIASA Chapter.
- Be knowledgeable about the AIASA organization, its goals, purposes, structure, constitution and bylaws, ceremonies, typical activities, etc.
- Assist in the formulation of the committee responsible for the election of the officers.
- Be familiar with the procedures for affiliation with the state and national organization.
- See that the membership dues are collected and processed promptly at the beginning of the school year to insure full service for all members.

- Assist students in developing a program of meaningful activities.
- Keep the school administration, the faculty, and the community in touch with chapter activities.
- Assist in the instruction of new officers in their duties and responsibilities.
- See that chapter meetings are conducted on a regular basis.
- Counsel members and committees on problems and activities.
- Encourage participation in district, state, regional and national conferences. Help students prepare for leadership activities and participation at all levels of competition.
- Keep abreast of new developments in industrial arts and AIASA and call them to the attention of the chapter.

D. Extent of Advisor's Involvement

President/ Advisor makes decisions on projects and announces them	President/ Advisor "sells" decisions	President presents ideas & accepts alternatives	Members seek solutions to problems, define limits seek group decisions	Chapter functions by Roberts Rules of Orders, decisions are made with member participation

This model depicts the scale of the advisor and president's leadership role for maximum membership participation. The ideal is to have maximum group decision on all chapter activities. However, from an organizational

point of view, maximum chapter function will be obtained by the leader working with a fifty-fifty blend between authortarianism and democracy. Advisors may find their own blend for maximum efficiency of the chapter.

A Good Advisor

a) Is a clear, rapid thinker.

b) Has the ability to separate the essential from the helter-skelter, off-the-cuff contributions.

c) Has the ability to use language freely, and to express thoughts clearly.

d) Must be impersonal.

e) Is always aware of student differences.

f) Exercises patience! Patience!

g) Develops the ability to deal with others without offending them.

h) Possess a sense of humor.

i) Should maintain first-hand knowledge of the students.

j) Should be interested, sympathetic and understanding of students.

k) Should develop the ability to stimulate chapter members to do their own thinking and to express their own ideas in terms of chapter activities.

l) Should learn to ask thought-provoking questions requiring more than "yes" or "no" answers.

m) Should be able to learn by experience and be interested in self-improvement as a leader.

n) Should strive to develop a personality that appeals, attracts, and wins the confidence and respect of chapter members. (No. 4 of Bibliography of Virginia Advisors Handbook)

E. Elements Critical to Student Involvement

In order for the chapter to progress through the year effectively, an annual program of activities which follows the national program of work is recommended. This planning cannot be left to haphazard, spur of the moment, decision making. The following is suggested as a comprehensive guideline.

Teaching objectives - the advisor must skillfully diect student involvement toward activities that provide learning experience.

Organizational goals - short range activities should be steered toward long-range activities.

Public relations - every activity of the local chapter level should serve a secondary purpose, that of getting Industrial Arts before the eyes of the public and getting the community involved.

Group thinking - activities must reflect the thinking of the entire group and avoid the wishes of small cliques within the group.

Group involvement - all members should have the opportunity to participate actively in carrying out projects and activities.

Advisor's role - the advisor must act in the advisor's capacity only. The advisor should work in activities but see that they are student-oriented and not advisor or teacher-oriented. This means use of tact and passive leadership.

Planning - the advisor and officers or committee chairpersons must be knowledgeable of program planning status and direct activities to insure good planning for all phases of the program.

Instruction and success - It is the advisor's obligation to see that adequate instruction is given to equip students to carry out an activity and to coordinate the activity with the instruction.

Committees - are an essential element in the planning process. Their work should contribute to the overall program because of group action afforded by properly run committees.

Enthusiasm - the advisor's attitude will set the pace for the entire chapter. Once the chapter has decided upon or adopted an activity or project, the advisor must let it be known that they are for it 100 percent.

Leadership development - chapter activities should compliment local school programs of activities and reflect adherence to the local school philosophies, objectives, and instructional guidelines on a long-term basis of at least a year's program of activities.

III. ESTABLISHING A CHAPTER

A. Why Have a Chapter

A common goal of any student chapter activity should be to strengthen the educational needs of the individual. Research indicates student club activities do broaden and strengthen the education program. In addition to this, student chapters have many other positive influences.

The following twenty-four statements are based on a study involving thirty-seven states and are indicative of what student chapters do.

1. Increase the student's understanding of industry beyond that gained in the classroom.
2. Improve the student's attitude toward industrial arts courses.
3. Improve the student-teacher relationship.
4. Have the principal's support. (However, students and teachers did not feel secure with the principal support indicating a need for better communication.)
5. Influence the support for improving facilities and updating equipment.
6. Cause teachers to show more interest in their students.
7. Improve students overall attitude toward school and education in general.
8. Improve the teacher's classroom instructional program.
9. Provide a good avenue for public relations.
10. Improve student's initiative, responsibility, and cooperation.
11. Influence the student's respect for good craftsmanship.
12. Cause students to develop a higher regard for their peers.

13. Contribute toward recruiting students into the teaching profession. (Once these students have made this choice, they are not easily influenced to leave industrial arts, even for more money.)

14. Cause students to want to recommend chapter activities to others.

15. Cause students to feel that all industrial arts teachers should participate in sponsoring a chapter.

16. Help keep students in school.

17. Learn how to participate more democratically in school and community activities.

18. Improve the student's understanding of the role of education and technology.

19. Provide opportunities to practice democratic principles and to develop insights into free enterprise.

20. Develop leadership abilities of students and teachers.

21. Develop respect for authority.

22. Improve individual personal standards.

23. Narrow the communication gap between students and more mature adults.

24. Indicate a need for more students and teachers participating in student chapters.

B. <u>How to Form a Chapter</u>

The most logical question from a prospective chapter advisor is, just how do I go about setting up a new club in the most effective and efficient manner? An essential element necessary to organize a chapter, to keep members informed, and to conduct the affairs of the chapter is the chapter meeting. Chapter meetings may be scheduled during the regular class time once or twice a month, or as necessary, during the evening, after school, or at any time convenient to the majority. Often committee meetings can eliminate the need for many chapter meetings.

The following steps for organizing a chapter are presented on a general basis and should be modified as necessary for particular needs.

1. The club advisor should read all the available information about AIASA to become familiar with AIASA's goals and purposes, organizational materials, publications, and brochures available from the national office.

2. Contact the AIASA national, state, and regional advisors, state or regional national officers, and/or the AIAA Director of Student Organizations for additional information and assistance. In addition, determine proper affiliation procedures with the state and national organizations.

3. Find out school procedures for establishing a bona fide school student organization.

4. Your next step might be to visit some other AIASA chapters to observe their operations. You will probably pick up lots of do's and don'ts that can be of help later on.

5. Now you are ready to start involving students. Select three or four interested students and start to make tentative plans for the organization of the chapter. These students can help plan chapter activities.

6. Once this group is formed and some written plans are made, it is a good idea to again contact the administration and let them know just what is going on.

7. With your key students, you now begin to plan the organizational meetings of the new chapter. Thes meetings should be no longer than 45 to 50 minutes. Since this first meeting is crucial, it must be well organized and presented - it may make or break the total effort.

8. The appointed chairman calls the meeting to order, asks those present to introduce themselves and begins discussion on the following items:

   a. A brief history - two or three minutes.

   b. How the chapter operates at the local, state, and national levels - five to seven minutes.

c. Aims, objectives, and philosophy of the chapter - four or five minutes.

d. Brief discussion of the emblem, pledge, (see addendum) creed and motto.

e. Membership requirements, dues and procedures to join - two to three minutes.

f. Activities of the chapter - twelve to fifteen minutes.

g. Discussion of the relationship of the chapter to the class - three to four minutes.

h. Characteristics of an effective chapter - three to four minutes.

i. State and national constitution - three to five minutes.

9. Now is the time to ask the question, "Should we organize a chapter?" The answer should be yes. If it's not, you should try again at a later date. Find out what went wrong; correct it, and take another try - using another approach. If you believe in the organization, you will find some way to convince your students to join.

10. Now you need to appoint a committee to draw up a local chapter constitution. See Robert's Rules of Order about constitutions and what should be included.

11. Next comes the election of officers. The secretary is to be the first elected officer - this is to allow the secretary to begin functioning immediately and record the balance of the meeting. The president is elected next and other officers are elected in turn.

12. Next, each local chapter must petition for membership from the state and national headquarters.

13. The chapter now needs to set dues and a method for payment. Membership names and fees are then forwarded to the state office. State and National dues are set - $1.00 and $2.00 respectively.

14. Necessary chapter equipment can be secured from: Balfour Supplies Services, Inc., 1722 Parklawn Drive, Maryland 20852, phone: (301) 770-6375.

If each step is done right and in the proper sequence, the chapter should now be well on its way.

C. INTEGRATING AIASA INTO THE INDUSTRIAL ARTS PROGRAM

The AIASA program of activities can compliment, supplement, and strengthen the instructional program of Industrial Arts. Combined with classroom instruction and significant projects, the AIASA program of activities gives greater scope and depth to the total instructional program. Success in the Industrial Arts program is dependent upon attitudes than lend themselves to leadership development within an educationally oriented, student-centered program. The AIASA program of activities provides through competitive events and activities (civic projects, social awareness, and leadership development) planned by students under the guidance and direction of the teacher/chapter advisor.

The AIASA program of activities can be a fountainhead of inspiration to Industrial Arts students. Participation in the program of activity can stimulate student's interest and impel them to excel in their studies, their projects, and their personal growth and developments. Many AIASA activities provide learning situations which can improve knowledge, increase skills, and shape acceptable attitudes that will advance student's growth and development.

When Industrial Arts students emerge from any of the AIASA activities with a better comprehension of industrial Arts, and a broader understanding of their responsibilities to our industrial technological society, the AIASA program of activity will have served a worthwhile purpose.

D. AIASA - IS A TEACHING TOOL

AIASA is a successful tool of instruction available to every industrial arts instructor in America. A good teacher can use the AIASA tool effectively in the shop, lab, or classroom to:

- Motivate
- Reward
- Provide wholesome competition
- Create a democratic atmosphere
- Bring an industry help
- Extend learning beyond the classroom walls

In applying the AIASA tool, several things happen:

- Leadership abilities are strengthened
- Wholesome attitudes about citizenship and morale standards develop
- Attitudes toward career awareness improve
- Shops are cleaner and safer
- Students are happier
- Routine tasks are turned into leadership experiences
- Worthy instructional programs receive public attention
- Student recruiting is more effective
- Employers are more satisfied

AIASA is an instructional tool and, like all tools, can fail if not used effectively. Like any other teaching tool, one must practice it in the classroom to make it effective.

If AIASA is used as a teaching tool as suggested, what can one do with students who don't join AIASA? If leadership development and the AIASA approach is good for one student, it's good for all students. So involve all students in all classroom AIASA activities regardless of whether they are members or not. Treat your AIASA related activities as instructional activities--because they are. Beyond the classroom, however, non-members' involvement will be limited.

E. AIASA CHAPTER ACTIVITIES

One of the keys to any successful AIASA chapter is a well-developed program of activities. Every AIASA activity that is planned for a chapter should contribute in some way to the personal development of the students. This is done quite easily when the chapter advisor ensures that local activities relate to the state and national programs and the purposes of AIASA.

Each AIASA chapter has unique situations, problems and experiences in each different school and community that will determine the kinds of activities a particular AIASA program will be able to carry out. Therefore, there is no one "ideal" or "master" list of activities to fit all AIASA programs. This is the way it should be. An AIASA chapter, however, can take ideas and suggestions from other sources; such as other chapters, the state association, the national organization, and so on, to develop a calendar of activities to meet the chapter's own needs.

Since one of the major purposes of AIASA is to provide opportunities for the development of leadership in social, civic, scholastic, and community activities, some of the activities suggested below may help an AIASA chapter plan its program and calendar of activities.

Scholastic or Educational	Professional Leadership
Visits to industrial firms--field trips	Regular chapter meetings
Guest speakers	Election of chapter officers
Faculty recognition	Active member participation
Films	Chapter newsletter
Educational exhibits	Properly equipped meeting site
Visits to other chapters	Workshops and seminars
Attendance at the State Conference	Use of official ceremonies
Attendance at the National Conference	Membership drive
Parliamentary procedure activity	Guest speakers
	Assembly programs

Civic and Community	Social
Visits to state government	Orientation of new members
Guest speakers	Cookout
Community fund drives	Dance
Safety campaigns	Hayride
Clean-up campaigns	Athletic activities
Needy family projects	Talent night
"Good Citizenship" project	Picnic
"Get-Out-The-Vote" project	Skating party
Assisting other school groups	Scavenger Hunt

F. Evaluation of a Prospective Activity

1. How much will it cost to run? Include estimated budget when recording, include the actual budget.

2. If it fails, how much could we lose? Why?

3. What is the maximum possible profit? How?

4. What has been the previous success of these similar projects? Document evidence?

5. Is the community ready for such an activity? Document this statement.

6. How many man hours of planning and work are required? Include a breakdown.

7. Will the project conflict with other events in the community? Document.

8. Are outside agencies needed to complete this project? Which ones? How much of their time (in man hours)?

9. What are the legal aspects of this activity? Are there special permits to acquire?

APPENDIX

APPENDIX A

Bibliography

NM OEA Handbook, ENMU, Portales, New Mexico

NM DECA Handbook, ENMU, Portales, New Mexico

NM VICA Handbook, ENMU, Portales, New Mexico

NM FHA/HERO Handbook, NMSU, Las Cruces, New Mexico

FFA Handbook, NMSU, Las Cruces, New Mexico

AIASA Handbook, AIASA National Office, Washington, D.C.

Lewis, J.S., Chapter Handbook, SDE, Jackson, Mississippi

Virginia Advisor's Handbook, SDE, AIASA Section, Richmond, VA

Harris, Thomas O., Organization and Administration of Vocational Club Activities, Pittsburg, Kansas

National Industrial Arts Education Week, 1980, AIAA, Washington, D.C.

APPENDIX B

Resource Materials

Balfour Supply Catalog, Balfour Supplies Services, Inc., 1722 Parklawn Dr., MD (free)

Parliamentary Procedures for Youth Organizations and Tests VE 24-1, Instructional Materials Laboratory, University of Missouri, Columbia, MO.

AIASA Student Handbook, AIASA National Office, 1201 16th Street, NW, Washington, D.C. 20036--$4.50/copy

NMIASA Constitution and Bylaws, Vocational Education Unit, SDE, Santa Fe, NM 87503 (free)

NM Activities Association Handbook, NMAA, P.O. Box 8407, Albuquerque, NM 87198--$3.50/copy

Robert's Rules of Order, Revised, Balfour Supplies Services, Price varies yearly.

NM Industrial Arts Master Plan, Vocational Education Unit, SDE, Santa Fe, NM 87503

Film Catalog, ENMU, Portales, NM 88130 (free)

Film Catalog, NM State Library, Santa Fe, NM 87503 (free)

NM Advisors Handbook, Vocational Education Unit, SDE, Santa Fe, NM 87503

Projects Exhibits Guidelines, Vocational Education Unit, SDE Santa Fe, NM 87503 (being revised) free

NM Educational Standards, State Department of Education, Santa Fe, NM 87503 (free)

APPENDIX C

Audio-Visual Materials

Video-audio color tape of Gatlinburg Conference, Virginia SDE, Industrial Arts Section, Richmond, VA.

Mr. Chairman, Black/White 16mm Film, ENMU, Portales, NM 88130 Rental $3.00

AIASA color slides, Gatlinburg National Conference, AIASA National Office, 16th Street, NW, Washington, D.C. 20036 $40, with carousel $50.

APPENDIX D

PROMOTIONAL SUGGESTIONS FOR TEACHERS AND STUDENTS

The observance of a national professional week has meaning and impact when the profession promotes its concept and activities. Below are suggested activities that teachers and students should consider in publicizing industrial arts activities and programs. Supplement these with ideas and innovations suitable for your local school community.

School Activities

- Student visibility. Arm bands, buttons, blazers, posters and banners.
- In-school open house. During school hours for faculty, administration and students.
- Career orientation program. Representatives from business and industry for entire school sponsored by industrial arts department.
- Information sharing seminar between industrial arts department and guidance department. Stress career exploration.
- Service Activities. Donate faculty and student time toward a worthwhile school goal or service project.
- Student recognition program. Publically honoring achievement of outstanding students.
- Enlist support of school administrator in publicizing and otherwise recognizing special school activities.
- Information-sharing seminar with teachers, counselors, administrators, and supervisors, including academic and vocational education teachers.
- Encourage dialogue with community/junior colleges and vocational-technical training institutions, both public and private, related to continuing educational opportunities for industrial arts education students.
- Hold "Alumni Day" inviting graduates of industrial arts programs and their employers to tell of benefits of programs in order to assist students in making meaningful career choices.
- Invite participation of local Chamber of Commerce, service organizations, and social and recreational groups in school activities promoting industrial arts education.
- Volunteers to provide interesting and informative programs at service organization meetings related to contributions and benefits of industrial arts education.

Community Activities

- Student visibility, posters, letter to parents.
- Program displays. Shopping malls, store windows, supermarkets.
- Open house. Evening program--could coincide with in-school open house. Invite community, especially business and industry.
- Mayor's proclamation. Public pronouncement by local official.
- Service project. Donation of faculty and student time to a worthy community service project.
- Community survey of interests and needs of students and parents to call attention to the industrial arts program.
- Enlist support of local business and industry to provide field trips and other career orientation activities. Could be done in conjunction with in-school career day. Stress occupational awareness.
- Establish a "summer job co-op" program to find jobs for students and provide a source of qualified temporary help for local business. Stress vocational guidance.

Media (To Advertise Above Activities)

- News articles. Try the Sunday News Editor in the Business Section (often better coverage than a daily issue). Include photos of good quality.
- Radio/TV. Local interest program (talk shows)--usually more profitable than news. Spot announcements ok for specific events but not effective for publicizing overall program.
- Suggestions:

  a. Include as many people as possible. Media like to use names.

  b. Provide high quality visuals--one picture is worth...

  c. Tie in school activities with local business and industry.

d. Tell of successes. Show new activities, let the students do the bragging, cooperative programs, special events or projects.

e. Include community-wide activities (better chance of getting air time). Let a local public official do your talking through proclamations and announcements.

- Project Fair - at local shopping center.
- Announce NIAEW by printing on grocery store bags.
- Print announcement on restaurant placemats.
- Bumper stickers.
- Dissemination of TV/radio promotional materials.

Many of the ideas in the booklet can be used throughout the entire school year to promote your industrial arts program with NATIONAL INDUSTRIAL ARTS EDUCATION WEEK, being the apex of your activities.

APPENDIX E

PERSONAL LIABILITY RELEASE

Instructions:

Paragraph A - All persons under legal age must have their parents agree to and affix signatures to Paragraph A in order to attend the NMIASA Conference.

Paragraph B - All persons of legal age must agree to and affix signatures to Paragraph B in order to attend the NMIASA Conference.

PARAGRAPH A The undersigned being parents of _____ (insert name of minor), a member of a youth organization known as the American Industrial Arts Student Association, hereby agree to release the American Industrial Arts Student Association, Inc., its representatives, agents, servants, and employees from liability for any injury to said minor, resulting from any cause whatsoever occurring to said minor at any time while attending a conference or meeting of AIASA, including travel to and from said meeting, excepting only such injury or damage resulting from willful acts of such representatives, agents, servants, and employees.

_____
Parent or Guardian

PARAGRAPH B The undersigned_____(insert name) a member or advisor of a youth organization known as the New Mexico Industrial Arts Student Association, hereby agrees to release the American Industrial Arts Student Association, its representatives, agents, servants, and employees from liability for any injury resulting from any cause whatsoever occurring at any time while attending a conference or meeting of the American Industrial Arts Student Association, including travel to and from said meetings, excepting only such injury or damage resulting from willful acts of such representatives, agents, servants, and employees.

_____
Signature (student or advisor)

APPENDIX F

Conduct

1. No intoxicants permitted while attending conference.
2. Members and other participants must abide by the host's rules and regulation (school and lodging areas).
3. Members will be expected to attend all activities and sessions.
4. Members must respect and keep their advisors and teachers informed of their activities at all times.
5. Destruction or defacing of property will not be tolerated.
6. Horseplaying will not be permitted.
7. An hour will be set for retiring.

Dress

1. Proper attire should be worn at all times. Official AIASA is encouraged.
2. Attire should be suitable for each occasion. (Business and/or recreation)

Remember your cooperation, courtesy and conduct will be observed by the public.

Violation of unsportsmanship conduct may result in sending participants home at their own expense.

Code of Ethics for Adult Advisors

Since a good example is one method of teaching and students participating in the conference are impressionable, a code of ethics (or guidelines) is set for adult advisors.

It becomes the responsibility of each and every participant to see that proper conduct is adhered to at all times.

> Advisors shall conduct periodic meetings with their student delegates for the purposes of reviewing conference activities; obtaining progress reports; emphasizing time schedules; and overall - to ensure that the students are taking full advantage of the conference and its activities.

- Advisors shall keep an agenda for each student in order that they may be reached at any time during the conference.
- Each advisor shall be responsible for seeing that participants adhere to all conduct practices and procedures.
- The rules as stated in the "Delegate Conduct Practices and Procedures" and the "Dress Code" are called to your attention for review, and should govern the behavior of advisors as well as students.

APPENDIX G

INSTRUCTIONS TO THE VOTING DELEGATES

1. One person from each delegation must be assigned to be responsible for answering the role for their respective chapter.

2. Suggested manner for answering role. (Before responding to the role call, the speaker designated by chapter must stand.)

   "(Chapter) is present with (number) official voting delegates."

3. Voting delegates are expected to sit in the area reserved for their delegation.

4. Voting delegates must be present to cast their vote. For example, one person cannot cast two votes.

5. It is not necessary for a delegation to vote in a block, unless instructed by the chapter, or state president or person conducting conference.

6. When a voting delegate leaves the floor, the alternate will represent the voting delegate. The alternate sits in the delegate's seat while representing the official delegate.

7. To be recognized during the Business Session, a voting delegate must stand. When recognized, the delegate must give name and chapter before discussing business.

8. If a voting delegate desires to come to the stage and speak from the rostrum, delegate must rise, give name and chapter, and ask permission to speak from the rostrum.

9. All voting delegates must practice parliamentary procedure or be subject to reprimand by the State Parliamentarian.

INSTRUCTIONS TO ALTERNATES

1. It is the responsibility of the alternate to attend all sessions just the same as an official delegate.

2. Alternates must be in view of their delegation, so they may be easily located when called on to serve.

3. Alternates do not sit with the delegation unless they have been "tapped" and are actually substituting.

NEW MEXICO INDUSTRIAL ARTS STUDENT ASSOCIATION

OFFICER NOMINATION AND/OR VOTING BALLOT

(See Instructions on Back)

NAME	SCHOOL	PRESIDENT	VICE-PRESIDENT	SECRETARY	TREASURER	No. of Years in I.A.	No. of Years in NMIASA	Local Chapter Office Held	State Office Held	Voting Ballot Box

APPENDIX H

CRITERIA FOR STATE OFFICER NOMINEES

1. Must be a member of the State and National AIASA (President only).
2. Must be an officer of the local chapter.
3. Must be in 11th grade and enrolled in I.A. the following year (President only).
4. Must be enrolled in Industrial Arts at time of nomination (grades 9-11) and if elected, be enrolled in Industrial Arts the following year.
5. Must have average course work.
6. Must attend state meetings and functions.
7. Must attend the National Conference (President only).
8. Each chapter may nominate one candidate for each state office.
9. Limited to three (3) nominees per state office. Otherwise, a screening process will take place.
10. Prospective state elected officers are not allowed to hold a state and local office.

SCREENING CRITERIA

1. Must know the motto.
2. Must know the purpose of AIASA.
3. Must be able to describe the emblem.
4. Should know Parliamentary Procedures.
5. Should know functions of office being sought.

INSTRUCTIONS FOR FRONT OF FORM

1. Name of member running for office and school where chapter is located.
2. Place an "x" in the box for state office being sought.
3. Put the proper abbreviated code (see below) for specific information on prospective nominee.
4. Signature required by student, local advisor, and principal when seeking a state office.
5. Ballot box to be used when voting for a candidate. Candidates' names will appear on the form for each respective office. Place an "x" in the box for the appropriate candidate.
6. Signature required by voter upon casting a ballot.

ABBREVIATED CODES

P - President
VP - Vice-President
TR - Treasurer
S - Secretary
SGT - Sargeant-at-Arms

YS - Yes
No - No
NE - None

Internal Revenue Service
District Director

Department of the Treasury

APPENDIX I

Date: 16 OCT 1979

Employer Identification Number:
52-1133845
Accounting Period Ending:
June 30
Form 990 Required: ☒ Yes ☐ No

American Industrial Arts Student
Association Incorporated Aiasa Inc.
1201 16th Street NW
Washington, DC 20036

Person to Contact:
R. Hutchins
Contact Telephone Number:
(301) 962-4773

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 509(a)(2).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. Also, you should inform us of all changes in your name or address.

Generally, you are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. If you have paid FICA taxes without filing the waiver, you should contact us. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

The box checked in the heading of this letter shows whether you must file Form 990, Return of Organization Exempt from Income tax. If Yes is checked, you are required to file Form 990 only if your gross receipts each year are normally more than $10,000. If a return is required, it must be filed by the 15th day of of the fifth month after the end of your annual accounting period. The law imposes a penalty of $10 a day, up to a maximum of $5,000, when a return is filed late, unless there is reasonable cause for the delay.

31 Hopkins Plaza, Baltimore, MD 21201 (over) 42 Letter 947(DO) (5-77)

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter, we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees.

If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Donald L. Breihan
Acting District Director

APPENDIX J

Taxation & Revenue Department
CRS-61
Oct., 1978

NONTAXABLE TRANSACTION CERTIFICATE

371699

CAUTION: An issuer who misuses this certificate may be subject to suspension of the right to use NTTC'S.

THE REGISTRANT NAMED BELOW HAS BEEN APPROVED AS ELIGIBLE TO ISSUE NONTAXABLE TRANSACTION CERTIFICATES FOR THE TRANSACTION STATED BELOW AND MORE SPECIFICALLY DESCRIBED IN THE GROSS RECEIPTS AND COMPENSATING TAX ACT

TYPE 9	Governmental	Purchase of tangible personal property by a governmental agency or instrumentality. NOTE: This certificate may not be issued for the purchase of services, OR for the lease of property.
GOVERNMENTAL AND 501(c)(3) ORGANIZATIONS	501(c)(3) Organizations	Purchase of tangible personal property by an organization having been granted exemption under Section 501(c)(3) of the United States Internal Revenue Code of 1954. NOTE: This certificate may not be issued for the purchase of services or materials that become part of a construction project, OR for the lease of property.

The seller must accept this certificate in good faith that the buyer will employ the property transferred in a nontaxable manner.

THIS CERTIFICATE MAY NOT BE DUPLICATED

TO WHOM ISSUED	ISSUER'S NEW MEXICO I.D. NO. 10-1000
STREET OR MAILING ADDRESS	NAME OF ISSUER NM AMERICAN INDUSTRIAL ARTS STUDENT ASSOC.
CITY AND STATE	STREET OR MAILING ADDRESS EDUCATION BUILDING
	CITY AND STATE SANTA FE, NM 87503
	AUTHORIZED SIGNATURE / DATE

BLUE COPY - SELLER
YELLOW COPY - BUYER OR ISSUER
GREEN COPY - REVENUE DIVISION

P. O. BOX 630
SANTA FE, NEW MEXICO 87503

43